**K Math Lesson-Unit 1 Task1 Lesson 5**

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| **Teacher:Neal/ Chickillo** | | | **Grade:Kindergarten** | | | **Date(s)**: |
| **Unit Title:Counting numbers 0-30** | | | | **Corresponding Unit Task:Students should be able to rote count to 25** | | |
| **Essential Question(s): How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Dr. Jean CD,**  **Stacked chairs 9,**  **Remaining stacked chairs up to 25, Number cards 1-25** | | **Student:**  **Recording sheet** | | | **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2** | | | | | |
| **I Can Statement(s): I can count using numbers 1-25** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will come to the carpet and sing the songs, “Numbers You Should Know,” Show number cards 1-25. | | | | | |
| **Teacher Directed:** Teacher will hold up number cards 1-25 for students to recognize and say their numerical name. Teacher will review counting on and ask students what it means to count on. Students will be told by the teach the number of chairs that are stacked (9) and then use the strategy of “count on” to count the remaining chairs in the classroom(19-25) | | | | | |
| **Guided Practice:** Students will be told by the teacher the number of chairs that are stacked (9) and then use the strategy of “count on” to count the remaining chairs in the classroom (19-25). Students will record the number of chairs they start with and then the final number they end with on a recording sheet. | | | | | |
| **Independent Practice:** Math Stations Ideas- #1-Putting blocks in order 1-10, #2-Number Puzzles-see k-5 math teaching resources. #3 Practice writing numbers1-10. #4-Counting read aloud center-suggested reading.Quack and Count by Keith Baker, I Spy Two Eyes in Art-by Lucy Micklethwait, City by Numbers-by Stephen T. Johnson, Count! By Denise Fleminbg, One Gorilla by Atsuko Morozumi, Ten Little Fish by Audrey Wood, #5-Math Destination-working with numbers(computer)#6-Roll the die and identify-#7-Count on activity. | | | | | |
| **Closing/Summarizing Strategy:**  Teacher will discuss the scavenger hunt with students. Teacher will ask students what their answers are to the “Count On” activity. Students will all receive an award for a job well done. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| If students can identify number 1-30 they will use a bigger number to count on to. Students can continue practicing number 1-30. | | | Use a lower target number. Instead of chairsup to number 25 use up to number 10. | | | Provide number cards for the student to refer to.  Use intervention strategis as appropriate. |
| **Assessment(s):**  Students are given colored blocks numbered 1-10. They have to identify the numbers and then count on from ten to 25 during math rotation/group time. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Do students understand task 1?  What have my students learned from task 1?  Are students ready for task 2?  Do I need to continue to review counting on?  Do students know numbers 1-25 or do they need more instructional support? | | | | | | |